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JOURNAL OF EDUCATION

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JOHN W. DICKEY

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The Editors Say...

Much vocal energy and much heat have been expended over the question, "What Education Is Practical?" At length a practical answer to that nothing-if-not practical query has been found; or so it seems to us. We present it herewith. If it demolishes that old bone of contention, remember that bones of contention are like street cars. Another one will be along in a few minutes.

•

Happy are we to announce the prize winners in our Short Story Contest, and to begin putting the successful stories out where our readers may share our own enjoyment of them. We hope you will approve our plan of offering the stories in an ascending rather than a descending sequence. We want you to appreciate how excellent even the story that captured the seventh prize is. So the last shall be first, and the first last. And we believe you will agree with us that we can be entertained even while studying education.

•

We thought you would like a change; so we put only three titles on our front cover this time. But don't fail to read the other articles and features in this issue. "A Situation to Face" brings forward a very common problem which has seldom received its share of attention. . . . "We Give a Tea for Parents" is a hint on enlisting home co-operation. . . . Dr. Pitman writes of education in Austria, a country much in the headlines recently. . . . "Putting Personality First" concludes with seven more suggestions for self-improvement by teachers. . . . And then that first story in the News pages—what an unusual mayor has come to power in Buffalo! . . . In the "Problem Box" Dr. Thomas tackles the problem of cheating by pupils and—tell it not in Gath!—by teachers also.

•

Our circulation department is all smiles over the way subscriptions have poured in since the first of January. In fact, the smiles are spreading throughout our offices. The more subscribers, the better the JOURNAL can be made, and we pledge our highest endeavors.

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*
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Volume CXVII | Boston, March 5, 1934 | Number 5

What Education is Practical?

By JOHN W. DICKEY

State Normal School, Newark, New Jersey

IT IS a matter of common observation to find in our American school system wherever departmentalization of subject matter is found, members of every department proclaiming their offerings to be most practical. At times their proclamation is accompanied by denunciation of other departmental offerings. The chief accusation is that the subject matter is too theoretical. This controversy, which is more implicit than explicit but nevertheless most real in its pragmatic applications, fails to consider the true ends of all educational endeavor.

The word *practical* as commonly understood stands for something useful or usable. A shovel is a practical tool to put coal in my furnace. A wheel is a practical machine to move from place to place. A knowledge of industrial psychology is useful when we are dealing with the workers. Engineering mathematics is practical in the construction of a bridge. These examples, and others, demonstrate that the practical is a useful means to some end. The shovel is the means; the coal-in-the-furnace is the end. The psychology of efficiency with the linotypist is the means; the metallic letters, the end. The tables of tensile strength are the means; the beam of adequate strength is the end. In general, *the practical thing is always a means to some end.*

The word *theoretical* as commonly understood stands in direct opposition to the word practical. Whereas the practical connotes the useful, the theoretical carries with it the concept of the ideal, the speculative, the hypothetical. The vision of the educator is often only an ideal. Many theories of philosophy are highly speculative. The postulation of the ether is hypothetical. The Golden Rule is an ideal. The corpuscular theory of light is speculative. The axioms of geometry are hypothetical. The new individualism of the experimentalist is an ideal. The theories of the origin of the universe are speculative. That there is a permanent cure for depressions is hypothetical. In general, *the theoretical is an ideal, a speculation, an hypothesis.*

The writer is indebted to Dean Charles H. Judd, Department of Education, University of Chicago, and to Professor Paul R. Radossawljewitsch, School of Education, New York University, for their careful evaluations of this paper; and especially is he indebted to Professor R. B. Raup, Teachers College, Columbia University, for pertinent criticisms and guidance in the revision of portions of this paper.

Man everywhere with but a few exceptions has come to respect the practical and to show little interest in the theoretical. As evidence for this respect for the practical and the lack of interest in the theoretical, let the reader attempt to engage people in conversation about the mathematics of finance, the history of art, the form of music, the theories of the electron, the form of the sonnet, the culture of the Mesolithics, the theories of color, the evil in aesthetics, the theories of the emotions, the physiology of the eye, the new *versus* the old individualism, and on and on, and observe with what success he meets. The usual outcome, if the writer's experience has been any kind of a representative sample, is that either the matter will be made jest of, or some other objective evidence of disinterest will eventuate.

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In order to predict a high degree of interest that a discussion will engender, one needs only to be certain that the subject under discussion will be plotted somewhere near the practical end of that schematic straight line that connects the practical and the theoretical; and as he advances more and more toward the theoretical end of this line with his subject under discussion, he can be quite certain that fewer and fewer people will be inter-

ested in the discussion. Most people are interested in making money, but when we begin to discuss the mathematics of investment we witness the fading of interest. Most people like to own an automobile, but if we begin the discussion of the theory basic to the carburetor we are almost alone. Literally hundreds of such examples could be cited as verification of the view that as we move from the practical toward the theoretical our following dwindles almost to a non-entity.

•

Educators must respect man's interest in the useful, the practical. As will be shown later, the mild interest exhibited in the theoretical is not altogether unfortunate. It is almost axiomatic to say that educators make most progress by taking things as they are as a base upon which to build. It behooves the educator, therefore, to accept this interest in the practical, and to build upon it. The thing the educator can do, however, is to consciously change the concept of what is practical and what is theoretical, and not to wait for the slow, evolutionary process of nature to take its course.

In the above discussion, we have seen that the practical always involves means and ends; and in addition to this, that these means and ends are most often of a material kind. The shovel places the coal in the furnace. The wheel moves my automobile from place to place. The knowledge of the human organism makes for a greater number of letters moulded. The mathematical tables provide information that results in a steel beam with an adequate safety factor. In general, when we are practical our attention is riveted on material means and material ends.

The educator accepts this material view of the practical as an entity in the larger totality of things; but if he were to confine his view within this narrow range he would lose sight of the larger totality. In terms of the larger view, what is the true end of all means? *Man, and man only, is the true (eventual) end of all means.* Of what value is the environment if it is not a means for the desirable modification of man? Of what value is the furnace, the going from place to place, the production of the printed page, the suspension bridge, and all other material ends, if not for the making of desirable changes in the thoughts, the feelings, and the actions of man? To change man in desirable ways is the true end.

•

We are now in a position to re-examine the practical and the theoretical in the light of the true end, man. What is the role of the total environment when man is the true end? Obviously it is the means; and these desirable changes in the thoughts, the feelings, and the actions of man resulting from his interaction within his environment are the true ends. It is true that many undesirable changes may be made in man, but only the desirable changes shall be considered as true ends. Now the degree to which a man's environment is a means to this true end, the making of desirable changes in thought, in feeling, and in action, just to that degree may we call it practical; and to the degree that this environment fails to make such changes, it is theoretical. A mathematics problem may instigate tremendous reflective thinking in John, but none whatever in Mary. This problem is very practical for John, and very theoretical for Mary. A printed page explaining the way in which the blood is purified is the germ of a medical career for Henry, but it is just another paragraph for James. For Henry the paragraph is exceedingly practical; for James, largely theoretical. Margaret may thrill with that rich inner experience of warmth when she reads the Courtship of Miles Standish, but Bill is still in knee-pants, and experiences nothing but boredom. Practical it is for Margaret; theoretical for Bill. Henry excuses himself for some fresh air while Marion plays on the piano over and over and over again Mozart's Allegretto in D Major. Theoretical it is for Henry; practical, to the full, for Marion. Emily attended a formal dance and later became a most gracious person. For Emily, the dance is practical. Sam refuses to steal money from the cloak room since his first experience. This experience of stealing is practical for Sam. And so it goes. What is practical for one may be largely theoretical for another. "What is one man's meat is another man's poison."

•

Every educator sees immediately how this larger view of the practical and the theoretical finds its application both in the schoolroom and out of the schoolroom. The practical for one may readily be the theoretical for another, and *vice versa.* The modification of the thoughts, the feelings, and the actions in desirable ways is the true end; and any or all of the environmental forces serve and serve well as desirable means, only when such desirable changes are produced. The making of money, the building of houses, the owning of an automobile, the service in the community affairs, the teaching of school, the getting of degrees, the meetings of committees, the use of leisure time, the program of adult education, are only theoretical if they fail to result in desirable changes in the thoughts, the feelings, and the actions of men, women, and children; and they are practical just to the degree that such changes are made. The answer to our original question, "What Education Is Practical?" is, then, that that education is practical to the degree that it results in desirable changes in the thoughts, in the feelings, and in the actions of men, women, and children regardless of the name of the curriculum or the label on the experience.

A Situation to Face

By GENEVIEVE SPAULDING
Des Moines, Iowa

When a teacher gets "down" on a pupil, the reason may be a clash of temperaments that demands a radical adjustment.

IT was a real calamity for Jack, who was the shy, dreamy type of child, to have been born into the family of a civil engineer. Every move, and they were many, caused Jack to make a readjustment which was difficult. Each time his mother hoped that particular phase of Jack's development had been accomplished and that the difficulty would be a thing of the past. But always the readjustment seemed just as hard as the last time.

The most serious time came when Jack was eight years old. The new school was a large one, and every child and every teacher was a stranger to Jack. Poor Jack was, as the boys say, "completely sunk." The teacher for his grade was a young girl of Norwegian descent, capable and practical, the exact antithesis of Jack and very recently out of Normal School. She took a dislike to Jack almost immediately. It was a situation easily understood by any psychologist, indeed an almost casual observer would have realized that these two natures would clash.

Jack was quiet, shy, a dreamer and under the best of conditions would have to be drawn out a little. The teacher was capable and efficient. Her class had been organized and running smoothly for two weeks. Here was a new scholar who added to his newness the exact qualities which annoyed her most, and who was taking time and attention she could not spare.

Had Jack been given a week for adjustment when he could unobtrusively fit himself into the scheme of things, he would have been all right, but the young and capable teacher wanted her room to work smoothly as a unit.

The second day Jack came home at noon with a bewildered look on his face, saying that mother must go to see the teacher. Questioned as to the reason, he was very vague. Miss L. just wanted to see mother, that was all. Mrs. Blake felt that there was more to it than that casual request, so being young and taking her children very seriously, she dropped everything and went to school with Jack.

Smiling her sweetest, she approached Miss L.

"How do you do, Miss L. I am Mrs. Blake, Jack's mother."

"Oh, yes; he is very irresponsible, isn't he?"

Catching her breath as though she had had a sharp slap, Mrs. Blake said: "No, I don't think so. I have never found him so at least."

"Well, I believe you baby him at home. He just can't get along in this class unless he can pay attention and do as the others do. You will have to see that he does better from now on."

Bowed out the door without any chance to suggest that Jack was new in the town as well as in the school, and that a day or two would make a great difference, Mrs. Blake went home to think the thing over.

As she walked home she remembered that it was not a week since she had met Jack's former teacher, who had greeted her with: "Oh, Mrs. Blake, I am so sorry that you are moving out of town. I shall miss Jack, he is so reliable and such a fine child, you should be very proud of him."

Mrs. Blake grasped at this memory to steady her in her judgment and in her action in the present situation. Mistakenly, as it proved later, she decided to say nothing to Jack's father, but to let the matter ride with admonitions to Jack to do his best every day.

About two months later, Jack came running back into the house after he had started to school.

Startled, his mother said, rather sharply: "Jack, what is the matter?"

"I have to change my shirt. I can't wear a sport shirt to school. Bob had one on, too, but I guess Miss L. did not see him, 'cause she did not send him home. She said not to come to school half-dressed again."

It so happened that Mr. Blake was just finishing breakfast, so taking Jack by the hand, Mrs. Blake walked into the dining room. She tried to control her voice, which was really trembling with indignation, as she said: "How do you think Jack looks today?"

Mr. Blake looked up, and smiled at the shining little face as he said: "He looks pretty good to me, and I like that cool-looking sport shirt. I wish I could wear one to the office."

Mrs. Blake had not expected him to play into her hands to quite that extent, but it made her decision in the matter more firm than ever. Sending Jack upstairs so that he would not hear her version of the affair, nor any criticism of the teacher, she told Mr. Blake the whole story. "Now," she said, finally, "this thing has gone too far already. He must either be in another room in that school or go to another school. I hope that no permanent damage has been done to him."

Mr. Blake took Jack to the principal. She was completely understanding, and said that of course there was such a thing as a purely personal antipathy, and that she would put Jack in another room.

The rest of the year passed without further difficulty, but an almost irreparable injury had

been done to a sensitive child. This evidenced itself in innumerable ways which must have been almost beyond the endurance of his teachers, and that is why I plead for recognition of such a situation before it is too late.

In the singing class, though Jack had a good voice, he would not sing out loudly enough, nor with any assurance. If the class was requested to bring in current events, he would bring in some insignificant item, though he read everything, and was probably as well informed as any of the class. He seemed to think that if his contribution was not noteworthy he would not be called upon again.

Just before he entered Junior High School he had the good fortune to come under the notice of a teacher, may Heaven bless her, who sized up the situation at once, and began working on Jack. She made him monitor of this and that. He did not do very well at first, but she persevered, and he did better and better. His mother began to notice a difference in his attitude about his personal appearance. He asked for some new ties, and he came to the breakfast table with his hair combed, without being told. His teacher made him chairman of a committee to decorate the room for Christmas, and when Valentine's Day came she made him chairman of the committee to arrange a party.

About this time Jack's mother visited school. She had seen the teacher and expressed her undying gratitude for the sympathetic and understanding treatment of Jack. On this particular visit the teacher said: "Mrs. Blake, I want to ask you something. When Jack is chairman of a committee he always chooses E. L. to serve with him. That is alright, but E. L. is not the kind of boy I should like Jack to choose for a friend, and any of the boys in the room would be glad to serve with Jack. Why do you suppose he does that?"

Mrs. Blake did not know the answer, but she determined to find out. A day or two later Jack was planning with her some of the details of the Valentine party, and she said: "Who else is on your committee, Jack?"

He named one after another, and E. L.

"How did you happen to choose him again, he was on the other committee with you?"

"I know, mother, and he isn't much help, but no one ever chooses him for anything. He's just left out of everything the way I used to be, so, when I can, I ask him."

Mrs. Blake did not show Jack how deeply touched she was, both because of his generous attitude toward the other boy, and because she realized that the old attitude of inferiority had been left behind. Jack's improvement was evident and steady after the extremely fortunate contact with that teacher.

Our sympathies are always with the teachers, especially now, with overcrowded rooms and overcrowded schedules and on top of all that inadequate remuneration for their efforts. Of course it is impossible for a teacher to give individual attention to every student and it is up to the parents and the supervisors to see that such a situation as this is faced at once.

Could any teacher or any human being be so thick-skinned, so calloused, that there would not, occasionally, be a personality which was absolutely anathema to her! Picture in one room, the dreamer and the practical child, side by side with the slow thinker and the child with a quick mentality, the lovable and the despicable, all to be handled and managed by one teacher. Almost a superhuman task.

Remembering this, let us recognize at once, with no reflection on either the teacher or the pupil, so obvious a psychological situation as personal antipathy. Treat it as frankly as we would a case of deafness or near-sightedness. Here are two temperaments which are distinctly incompatible. Let's put the child in another room. No housekeeper would keep a maid in her home who "got on her nerves." No business man would hire a stenographer whose personality irritated him. Why should the overworked teacher have a child in her room who is a constant source of annoyance to her?

A dreamy, sensitive child may be hurt permanently by a very able and capable teacher whose personality is antagonistic. Six months of this contact cannot be overcome by six years of other contacts. That does not take into consideration the harm done to the other children in the room, who are aware of the feeling of friction. Nor does it take into consideration the difficulties created for subsequent teachers of that child.

Only the other day I heard a mother telling that her little girl, who had always been a good student, had lately hated to go to school. She was afraid of her teacher. She said that she just trembled when she went into the room.

I pleaded with the mother to do something at once, take the child out of school or transfer her to another school. Contemplate, if you will, the prospect for yourself of spending five hours a day, five days a week, with some one of whom you are afraid. I feel strongly that such an antipathy cannot be lightly ignored. It is a definite situation which cries out for adjustment.

A teacher who meets the facts squarely should be highly commended for honesty and good judgment. She should have complete co-operation from principal and parent. There should be no distress for any one concerned when a situation which is frequently present is faced and adjusted. The only wonder is that it does not occur more often.

We Give a Tea for Parents

By ELLA BAILEY BABSON

Rockport, Massachusetts

LAST spring we gave our "Second Annual Tea for Parents." It came about in this way. On a day in April, 1932, my co-worker in grades seven and eight said, quite without warning: "Let us invite the mothers for tea some afternoon." More than seventy future citizens were then looking to us for guidance, and my enthusiasm was not so easily kindled, but I asked in a half-hearted way, "Where? When? Why?" My own inspiration came while discussing the third query, and I proposed that we make our tea the occasion for showing the work that pupils had done during the year. Our grade eight pupils would soon have to decide on their curricula for the high school. The tea would make an excellent opportunity for our superintendent to talk with the mothers, and fathers, if any came. He could explain to them the advantages of one course over another; help them in deciding which course is best suited to a particular child; why a child looking forward to college would need a different course from one who preferred the so-called practical vocations.

Our first step was to secure the superintendent's co-operation, accomplished by merely telling him what we planned.

We decided that showing the year's work should not consist of decorating the rooms with the best work of the best pupils; but that it should show all the work of each pupil, and this in a way easily accessible to his parents, or any who were interested.

The first problem was to plan a program that would seem of sufficient importance to call mothers from their homes during the month held sacred to housecleaning. An English period was devoted to writing invitations, somewhat as follows:—

> Dear Mother and Father:
> You are cordially invited to visit school on Thursday afternoon, April 12, from 3 until 5 o'clock.
>
> Miss —— and Miss —— will hold an exhibition of what their classes have done during the year. Most of the work will be on our desks, with a few special pieces shown on the walls.
>
> Tea will be served in the lunchroom, and Mr. —— will talk with you at that time about the courses of study for the high school.
>
> Please try to be present.

In preparation for the event, each pupil lettered his name in one-inch letters on white paper, and pasted this across the back of his chair. Just before school closed on the appointed day he arranged his work for the coming inspection, each according to his own ideas of excellence. It was amusing to see the care used in putting the best work on top. Some tried to display their drawings, others their notebooks on a favorite lesson. A few selected some of each subject, carefully choosing for the top what they thought the best. This proved a useless precaution, for every parent went through the work page by page—some with pride, others with disappointment that their boy or girl had not done better work.

In order that we might be free to talk with our guests we asked others to pour for us. The first year Mrs. Superintendent, Mrs. Chairman of the School Board, and the bride of the high school science teacher were our delightful hostesses.

Last April members of our Parent-Teacher Association served with equal pleasure. For this second tea we added a registration book for the guests, placing this in charge of our gracious office secretary.

We have kept the refreshments very simple—tea, sandwiches, and small cakes—our idea being to create a social hour that would mark the occasion with pleasant impressions of John's or Mary's school.

Many parents commented most kindly on the first tea, and our superintendent was so pleased that at his suggestion the girls' work in domestic arts and the boys' work in manual training were included in this year's showing. The girls made and frosted the cakes.

Still another departure for 1933 was the help from pupils in getting our classrooms ready. On Wednesday a teachers' meeting in a nearby town took both Miss —— and me away for the afternoon. There would be no time on Thursday between dismissing the pupils and the arrival of our guests, yet those classrooms must be in glad array for the party. After some discussion we decided to leave this work in charge of our girls and selected four from each room as a "committee on decorations."

A pleasing sight greeted us on our return. The girls had gone—but immaculate rooms, well-chosen and well-placed drawings

(Continued on Page 146)

ANNOUNCING

Short Story Awards

The JOURNAL OF EDUCATION takes pleasure in conferring the Seven Cash Prizes in its Short Story Contest as follows:—

FIRST PRIZE

The Margin

Lillian H. Andrews

New Bedford, Massachusetts

SECOND PRIZE

Rose's Slip

Irl H. Dulebohn

Ramsay, Michigan

THIRD PRIZE

Confessions

Mrs. Esther Chapman Robb

Minneapolis, Minnesota

FOURTH PRIZE

Metamorphosis

Eleanor Noyes Johnson

Newburyport, Massachusetts

FIFTH PRIZE

Psychology

R. Avery Baker

Longmont, Colorado

SIXTH PRIZE

Lorenz

Solveig Paulson

Salem, Oregon

SEVENTH PRIZE

Jimmy's Idol

Dorothy M. Berner

Antigo, Wisconsin

The editors believe that the two-fold purpose of the contest has been achieved:—(1) The stories are interesting, well told, and of literary merit. (2) They have educational point and pertinence entitling them to a place in the Journal of Education.

In addition to the Seven Cash Prizes (which are $25, $15, and $10 for the first three respectively, and $5 for each of the others), we are happy to designate eight stories as worthy of

HONORABLE MENTION

COMPENSATION
Evelyn E. Bayne
Silver City, New Mexico

LATINESE
Adrien George
Maryville, Tennessee

LITTLE BROTHER
Mary Floyd Colson
Columbus, Georgia

BOSS HIGLEY
William J. Dinwoodie
Cleveland, Ohio

BUTTERFLY GIRL
Donovan Marshall
Muskogee, Oklahoma

THE GLOVED HAND
Dorothy Doersch
Madison, Wisconsin

BUS-RIDING BY NIGHT
Dorothy F. Hall
Wilmette, Illinois

ALONE
M. E. Moore
Grand Forks, No. Dakota

Publication of the Prize-Winning Stories begins with this issue. The stories will appear in REVERSE ORDER, starting with the SEVENTH PRIZE STORY, and proceeding with the SIXTH, and so on to the FIRST.

If you do not see the JOURNAL OF EDUCATION regularly, you may subscribe for TEN ISSUES at a special rate of only One Dollar; subscription to start with this March 5 number if still in print when order is received.

Jimmy's Idol

By DOROTHY M. BERNER
Antigo, Wisconsin

Awarded Seventh Prize in the Journal of Education's Short Story Contest

PERHAPS of all the children in the room, little Jimmy loved his teacher the most. When he heard her sweet voice lilting and thanking some child for a bit of candy Jim's eyes would become clouded and his lips drawn. He suffered acutely, and could hardly live with his pain. He squirmed miserably as his thoughts leaped ahead to Christmas, which would be here soon.

Little Jim could give nothing, for he had nothing to give. His parents were abjectly poor, and Jim had long ago ceased asking for apples for teacher, when he knew very well that there were no apples. But each day he watched with envy when the other boys and girls made a point of "getting caught by teacher" as they were depositing on her desk of their bounty.

Beth Barry was the popular and idolized teacher of the second grade in Washington School. The building and all that was in it might have been hers for the asking. A nice thing about her was that she never asked for it! She would come into your room after school for one of those delightful "re-hashes" of the day, and stay for ten or more minutes. Before she left you nearly always gave her some trifle or other. You just could not help yourself; she made *such* a fuss over you; and you did like being fussed over. So you would pull open your drawer,

"Say, Beth, here's a bunch of envelopes, can you use them?"

"Can I use those gorgeous, big, square envelopes? Well, I surely can. I adore them. But tell me, how can you be so promiscuous with envelopes like that?"

You would act nonchalant. "Oh, that's nothing, my dad sends me lots of them."

"Not really? What a *darling* father you must have, to think of envelopes for you."

You would begin to preen and purr, and decide that your father was absolutely wonderful, and that you really came from a remarkable family. After all, a bunch of envelopes is a small price to pay for all that complacency. You would beam graciously on good-natured Beth Barry.

She would leave you, and on the way back to her room meet Miss Hopkins, who was hurrying down the hall. "Why the rush. fair lady," says Miss Barry sweetly, "wait for me, I'm leaving directly."

"I'm afraid I must run right along, Beth; it's my turn to cook the dinner, and I want to make some muffins. Delia's so fond of them."

"Muffins? Don't tell me that *you* can actually make muffins?"

"Surely, why not?"

"Oh, you just don't look like a muffin girl, that's all. Honey, with those pretty new shoes you look as if you were ready to go out dancing instead of rushing off to make muffins."

Immensely pleased, Miss Hopkins looked down at her attractive new slippers ($6.85 at Bailey's this week). "Dance nothing, you wait until tomorrow morning and I'll show you what good muffins I can turn out." So it was that the next morning, out of the fourteen teachers in Washington School, Miss Beth Barry was the only one who had two delicious, frosted muffins in her drawer for lunch. Thus she gathered her spoils.

She always had a choice of two or three oranges and apples to enjoy at recess, to say nothing of numerous, odd pieces of sticky candy, fuzzy with the wool and grime collected from a boy's pockets. The precious tidbit would be joggled around with a few shingle nails, string, and other assorted miscellany, to be finally picked out with care and deposited on teacher's desk, amid the other offerings of the day.

Often their mouths watered for these things, but while it was a pleasure to keep them, Miss Barry had aroused in her children the greater pleasure "to give"——and especially to her—though of this she was quite unconscious.

All unaware of her devastating power, Miss Barry walked down the aisle, patted Jim's head, and went over to the window. Her mind was preoccupied. There was the Christmas program to be made up, carols to be practiced, and amid all the excitement, lessons to be taught (and learned, if possible). Miss Barry decided to have some little Christmas cards printed for her children, and leave a space on one side where she could fasten a lollipop. How they would like that, when they came in from recess, to find the cards on their desks. They would wriggle and grin in their anticipation and thanks. Miss Barry smiled to herself, and went

back to the front of the room.

. . . .

Amid snow flurries and lowering skies, the day before the long-awaited Christmas party finally arrived. Jim, harassed and unhappy, had as yet no gift for his idol. On his way home that afternoon he stopped in at the corner drug store to wistfully gaze at the huge, mechanical Santa Claus put up by Mr. Scott to attract holiday trade.

There, right inside the door, on the counter stood a large pile of brightly colored, celluloid, self-feeding pencils. A huge sign above them informed the world that they were a special bargain at thirty-nine cents. Jimmy did not see the sign. His eyes got no farther than the pencils. He lingered painfully at the door, and finally in desperation clutched one and ran; though not too soon for the quick eyes of Mr. Scott.

"Would you like *this* size?" inquired Mr. Scott of the querulous woman before him; his voice was freezing in its urgent effort at control. The next morning he called the school and talked briefly over the telephone to Miss Williams, the principal. This lady hastened at once to Miss Barry, and told her of Mr. Scott's message.

"Oh, Miss Williams, I cannot believe it. Jim is such a dear child. Why, he is one of the most honest and lovable children in the whole room. What *would* possess him to do such a thing? No, I can't believe it."

"Well, of course, there may be some mistake. Mr. Scott wants to have a talk with the boy. So perhaps you ought to ask Jim a few questions yourself."

"But, Miss Williams, not now, please—not before our Christmas party, I just can't bear to spoil everything, and, besides, I'm sure that everything will explain itself."

"Suit yourself, Miss Barry," answered her principal. She, too, dreaded to spoil or mar in any way the delightful Christmas spirit and air of gayety that pervaded the building.

It was 3.30, and most of the grades had finished or were about to end their happy festivities. Miss Barry was trying, and partially succeeding, to keep the thought of little Jimmy out of her mind. The second grade party had been a great success. The children were happy with their cards and lollipops. There remained but three presents for their dear teacher to open.

Jimmy sat with bated breath and staring eyes. His gift was one of those yet unopened. She picked up a plain paper parcel, tied with a plain knotted string. She tore the string. Jim struggled for breath in his overwhelming pride. He had given teacher a present, too. Before Miss Barry's innocent eyes came to view an orange self-feeding pencil! On a little square of paper was printed in Jimmy's scrawl these words: "To my der techer for a mery chrismas from her pupl James H."

For a fleeting instant Miss Barry closed her eyes. Her heart had contracted with a violent sharp thrust of pain. She opened them, and looked straight at Jimmy. His face was wreathed in smiles of supreme happiness. He was at peace with Jesus and the Christmas Spirit for he had made Miss Barry happy. The smile that he received from her was by far the most beautiful that any child had received, for her eyes were misty with the beauty of guarded, unshed tears. She gazed at the pencil held in her trembling hand, and still smiling that angel smile at Jim she said: "Oh—oh, this. . . ."

Just then a polite but firm knock came at the door. Miss Barry stepped over to open it. Outside in the hall stood Mr. Scott.

"Wait a while," said Miss Barry hoarsely, and closed the door again.

Putting Personality First

By FRANK J. LOWTH
Janesville, Wisconsin

Seven more suggestions for teachers who wish to render the highest service to pupils.

Tenth—She can place discussion of real problems above undue emphasis upon formal drill or mere memory exercises.

Drill procedures are necessary and important, memorizing of useful matter is appropriate—and these are found in every good school. But every day there must accompany the drill procedures those class, group discussion activities of a social character, which will develop the child's mind and personality as nothing else can. The pupil must be an active participant rather than a passive recipient. He must form opinions of his own based upon evidence, upon facts, and then he must have ample opportunity to express his opinions. It is not difficult to assign problems. Teachers deal too much in the what, when, where questions, and too little in the how and why variety. Nothing can take the place of a free-for-all democratic discussion of live, vital problems.

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Eleventh—She can readily make use of a variety of democratic organizations, involving the election and the functioning of officers and committees.

Such organizations may be of

a temporary character or they may function throughout the year. This is not the place to describe the parliamentary procedures. It is enough to say that children quickly respond to this sort of thing and that they learn much through co-operative activity and effort. All the way from a socialized class procedure, with a directing chairman, to a school society with a full corps of officers and committees, the teacher may do much to develop character through actual participating membership. Much useful knowledge is acquired in this way, but best of all, there is enlargement of pupil personality. Even in a small country school the writer has known children to respond actively to democratic procedures.

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Twelfth—She can stress attitudes, ideals, and appreciations more and the acquisition of unorganized, unrelated knowledge less.

Our better teachers at the present time understand and appreciate the fact that ideals are fully as important as ideas. From the point of view of motivation, ideals have dynamic value not possessed by ideas. Ideals are master ideas which move to action and have marked influence upon conduct and therefore upon character formation. The teacher can see to it that the knowledge, as such, presented in her school has functional value and that so far as possible the materials and knowledge, in civics for example, or physiology, have a bearing upon the solution of real life problems. Functional knowledge, useful in problem solving, has a close relation to character building.

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Thirteenth—She can study and analyze her own motives, standards, objectives, mistakes, and weaknesses to her own personal advantage and to the benefit of her pupils.

It will do the teacher no harm and it may do much good to indulge now and then in some judicious introspection to the end that she may better direct and guide the activities of her boys and girls. The teacher cannot direct learning processes in character education or any other field unless she puts herself in the place of the learner, to some extent at least. Any teacher's standards of thought, of study, of moral character, will determine necessarily the type of work she does with the children. In a large sense, as is the teacher so is the school, and we must admit that character is apparently often caught rather than taught. The contagion of the school determined by the teacher is of the utmost importance.

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Fourteenth—She can most profitably use the regular machinery and system of the school to promote personality development.

If the working plan of the school is based upon sound principles of school philosophy and management, and if the teacher sees to it day by day that the regular on-goings of the school are rational and well-controlled, vigorous and virile, sympathetic yet firm in nature, then the ever-present and all-pervading influence of such an atmosphere and system will produce soundness and virility of character. It cannot be otherwise. It is not a case of talking, advising, moralizing; it is a situation in which careful, thoughtful conduct is the rule. It is specific reactions under specific conditions that produce results, doing today as well as one knows and then tomorrow doing a little better because of better knowledge and growing experience.

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Fifteenth—She can recognize the fact that it is only concrete acts of daily conduct in the presence of properly stimulating situations that result in suitable life habits, skills, ideals, and the like.

If teachers will pay less attention to abstract virtues and more attention to particular acts of conduct there will be greater achievements in character formation. In the past we have stressed traits too much and the solution of personality problems in particular human relationships too little. The first thing needed in the school is an abundance of natural, stimulating life situations, offering a multitude of problems for solution; then the next thing needful is for the teacher so to direct pupil activity in the presence of these problem situations that the reactions will build the ideas, ideals, and habits we all must have for normal, effective living.

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Sixteenth—She can be led to see that there is always a place for direction, guidance, and control, and that nothing substantial in character is ever produced except through discipline.

By discipline, as used here, the old associated idea of severity and punishment is not meant at all. Instead the writer means to say that all that is worth while in life comes through steadiness of purpose and steadfastness of endeavor. The teacher guides, controls, directs; the pupil responds, works, tries, criticizes himself, tries again and again. Because the guidance is sensible and judicious the child freely, of his own free will, and enthusiastically responds. Let us admit that this means skillful guidance. If the blind try to lead the blind all will fall into the ditch. Character takes shape only through consistent, persistent individual effort controlled by correct thinking and well formed ideals.

If any teacher will but give thoughtful consideration to the meaning and the application of the above suggestions to her own work, she will soon find that with a changed point of view she is accomplishing more in the field of character education.

Glimpses of European Schools

AUSTRIA

By J. ASBURY PITMAN
President, State Teachers College
Salem, Massachusetts

INNSBRUCK, and all Austria, is desperately poor—a poverty that has seen better days, and so unlike that in Italy. Here in this city the atmosphere is depressing. There is little evidence of business and, with the exception of Saturday afternoon, there is a sort of funereal stillness in the streets, many of which seem to be quite deserted. There are few passengers in the street cars, not many automobiles, and hardly more bicycles in the streets.

Before the war, Austria had a population of 36,000,000,; now she has but 6,000,000 inhabitants, in consequence of loss of territory; practically all of her industries have gone; duties assessed upon certain manufactures made by former citizens of Austria increase the cost threefold; and the annual income of 85 per cent. of the families of her wage-earning and salaried population is less than $1,000 of American money. Salaries have recently been reduced about 30 per cent., and the cost of living has increased. As a matter of course, these conditions find expression in the schools and colleges.

The entire membership of the University is about four thousand. More than one-half of the students in the Medical School are foreign, the most of whom are German. This is due to the fact that the cost of living and tuition is hardly more than half that in Germany.

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Students received into the University School of Education from the secondary school earn their degrees under much the same conditions as in America, but apparently they begin to specialize earlier. At least, their vocational aims are determined much earlier; but their professional training is deferred until after they have completed several years of strictly academic work. There is no observation or practice in teaching until the last year of the under-graduate course. It appears that the work for advanced degrees is highly specialized.

Teachers for the elementary schools are prepared in the training schools, which have heretofore offered but two-year courses. In certain of these schools the courses are about to be prolonged to three years.

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The salaries of graduates of both these schools and of the University are uniform through Austria, whether in city or country schools. The range is from 300 to 700 schilling a month according to length of service, and the teachers in the training school receive no more than teachers in the lower schools. Men and women receive the same rate of salary. Teachers who have taught for not less than thirty years may retire on an allowance equal to 90 per cent. of their salary. The system is contributory, but the contribution is but 1½ per cent. of the salary.

The buildings occupied by these professional schools in Innsbruck and Vienna, together with both furniture and equipment, are comparable to ours of half-a-century ago, but, in Vienna, I was shown some of the best modern school buildings that I have seen anywhere in Europe or America. These new buildings were occupied by the kindergartens, elementary and secondary schools, and by various vocational schools.

The curriculum of the typical professional school for teachers is largely academic, but there seems to be adequate provision for supervised practice teaching. Usually this is preceded by systematic professional courses, and frequently by preparatory lectures immediately preceding the practice. Reasonable attention is given to certain vocational subjects, and superior work is done in both music and art. Field work in the sciences and in the social studies and in art is prominent. In the Tyrol it is not unusual to find that classes, and sometimes the entire membership of a school, are on a field trip among the Alps. Museums and art galleries are extensively used as means of instruction.

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At Innsbruck I was under the direction of a teacher in the training school who speaks English fluently. She has a fine professional attitude and a comprehensive knowledge of the needs of student teachers. In her own class I saw excellent work in nature study and the German language. She is a graduate of the local University and had taught in South Tyrol until she, in common with many other teachers, was evicted by the Italian Government because she was a native of North Tyrol, which is still a part of Austria. Naturally these Bavarians of Innsbruck and vicinity are very bitter because of the loss of South Tyrol. The ninth of October the entire city was officially in mourning, as it is annually, because of the separation. The streets and buildings were draped with black crepe and decorated with the national colors, at half-staff, the schools were not in session, and all places of business were closed.

(To Be Concluded)

The Problem Box

Conducted by

DR. AUGUSTUS O. THOMAS

Cheating by Pupils

QUESTION—What is the correct attitude for a junior high school teacher to take on cheating?

Answer—There are very definite reasons why children cheat. First, they do not know the answer. Second, they have a chance to get what seems the answer from another; and, third, they are afraid of being thought inferior to others, or they fear home consequences. I would not allow the pupils to think they were suspected of doing wrong, but I would see that the temptation was as far removed as possible. Any teacher does wrong when she places her pupils under the temptation of wrong-doing to escape punishment, humiliation, or failure. To my mind any reasonably good teacher who has been with a class daily for a term or a semester knows whether the pupils are capable of carrying the advanced work, which is the main issue. Such examinations as she gives should be merely to reinforce her judgment as a defence against criticism. It is better not to let the class know when a pupil is found cheating, but to have a talk (heart to heart) with the offender. For the sake of the pupil the offence must not be allowed to go unnoticed, but usually he should be dealt with in a human way and to his lasting good. The daily average is far better than the examination, to determine a pupil's ability. The examination is a part of the mechanized school which at the next turn of the wheel will be displaced and humanized.

The secret of an honest examination is in having a class well prepared in order to reduce to a minimum the need to have help. The Morrison plan is excellent. He would give two or three tests, the first not to be used in making up the grade but to be used as a test of efficiency of instruction; the third and last examination being the only one to count on the final grade of the pupils. The run-of-the-mine pupil does not regard copying from another as wrong. He is sly about it, for he knows the teacher will frown upon it. It is more of an intellectual than a moral offence to him. The final grade is a matter of much importance to most pupils. Many parents "fuss" with their children if the rank is not good. They do not usually inquire into the reason. It means much to the child to carry home a good card. In this the Newton, Massachusetts, plan (Journal of Education, December 4, 1933) of doing away with the grade card has many advantages. One of the most helpful books of modern times is "Developing Personality," by Garry C. Myers. He shows a table in which cheating is regarded as much more serious by the classroom teacher than by the mental hygienist. Cheating is ranked 4 to 9 by 500 teachers, while the mental hygienists place it from 13 to 24 among the behavior problems. I know some instances in which the final examinations have developed a sort of chronic cheating tendency until it has become a sort of psychopathic condition. If I were to pass a criticism on the school it would be that we have been so busy in the regimentation of the school with card-indexes, graphs, grades, ranks and the like, and in striving for efficiency of the intellectual processes that we have forgotten the "personality" side. Character is far more valuable than brains. I would reduce the number of pupils to a teacher and expect her not to teach *en masse*, but to discover traits and develop character. Forty pupils is more than a teacher can direct successfully.

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Cheating by Teachers

QUESTION — What should be done about teachers who cheat in examinations given in college extension courses? (This question is asked by the same teacher as the first.) Don't tell me it is not done. I was so mad a week ago last Saturday, I nearly expressed my opinion in English during a French midyear. Does the child see through the teacher, and is that the reason we have so much of it in our schools? Does a good teacher have dishonesty in her classes?

Answer—Any teacher who will cheat in her examinations must think more of making a grade than of her honor. While I could condone the offence in a pupil, who could not resist temptation to cheat to avoid humiliation, I could not do so with a teacher. A teacher's character is bound to show itself in her classes. Yes, I know teachers, plenty of them (but they are the exception, for a smaller percentage of teachers go astray than the members of any other profession) who would not be above cheating if a grade were at stake. Children are quick to determine the character and quality of the teacher, and her character must influence her pupils.

The teacher teaches both by precept and by example and her character is vastly important. She can cover up many things, but insincerity will show itself. Since in any school there may be pupils who will take advantage when they can, there are likely to be some dishonest pupils with any teacher. Dishonesty in pupils does not excuse dishonesty in teachers.

EDITORIALS

As Foreigners See It

AMERICA once had a pride in its education. Here was to be found a system of public schools more extensive in its program and more generous in its opportunity for the sons and daughters of the people than that provided by any other country. The citizenship of America was pleased with its achievement in the creation and maintenance of the public schools. It extolled them as a necessary bulwark of democracy—which they are.

But today the other nations are wondering about our educational boasting. They see school retrenchments here going deeper than any they have thought of making.

They are asking: "Was America's system of public schools built for show? Was there no firm foundation underneath that vast structure? If the public schools are essential to democracy, why does American democracy let its public schools be sacrificed?"

If these questions sting the pride as Americans, so much the better—both for our schools and for our democracy.

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"Deflating" Education

EDUCATION cannot safely be deflated beyond the point where inflation began—if inflation there was. Our own view of the matter is that there was no inflation, but hasty, though necessary, growth; that programs were expanded without sufficient planning; that local pride and imitation of what other communities were offering was too often the motivating force; and that the result was a multiplicity of courses which may well be reduced in number and strengthened in content so as to yield maximum educational values.

Dr. Henry S. Pritchett, president emeritus of the Carnegie Foundation for the Advancement of Teaching, writing in the annual report of that organization's executive officers, outlines a plan of deflation for the schools. He properly wants them to be keyed in harmony with an economic order which must learn to live within its means.

But when he recommends that a portion of the cost of secondary education be borne by students or their families, he is talking in a dead language.

If democracy is going to survive in America better than it seems to be surviving in Europe, it will be because in this country the states have provided abundantly for the education of the people. No longer is it possible to regard young persons as equipped for happy, useful living in the environment which has been created for them, without the equivalent of a high school education. To put high school instruction upon a tuition-fee basis would be to foster exclusiveness and to deny equal opportunities in a nation which claims to uphold that democratic ideal more than any other.

A few communities may resort to such measures temporarily, by reason of economic urgency, but even these will soon discover that they have only multiplied their sorrows by casting youth upon the streets with nothing to occupy their time or keep them out of mischief, not to say crime.

America will not strip the gears of its civilization by trying to turn its educational wheels backward.

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Buffalo Sees the Sun

WHEN people are in litigation they employ a lawyer. When they erect a building they employ a builder. They do not try to tell the lawyer or the builder how to do his job.

It ought to be the same way when people hire an expert to manage their schools. But it isn't. Unskilled opinion tries to direct and overrule the professional knowledge of the superintendent. At least this is true in far too many instances.

It was so in Buffalo. Here a running fight has been going on for some time past between the political and the professional. Sometimes the fight was by ambuscade. Sometimes it was in the open, where the public could see it.

Superintendent E. C. Hartwell of that city stands for a humanized yet well co-ordinated system of schools. He is a practical schoolman of advanced ideas.

But for the past two or three years Buffalo's fine schools have been undermined by non-professional interference and false economy. Politics had entered education through the influence of a city administration which held dangerous ideas of what the schools are for.

But something happened—as usually does when the schools are threatened. Buffalo elected a mayor last November who not only has the right attitude toward the schools but has served on the board of education and can understand the problems of administration and the need of giving the superintendent a free hand to do what he has been hired to do.

Long live a municipal administration which takes a sensible view of education and its importance!

Eminent Educators

CANDIDATE HOLMES

This is the second in a series of sketches presenting the various contenders for the presidency of the National Education Association. A brief biography of Thomas W. Gosling appeared on this page February 19. In our next issue, Orville C. Pratt will be similarly introduced. These thumbnail biographies are run in alphabetical order, and are intended to be free from bias.

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WILLIAM H. HOLMES grows in favor as superintendent in New York City's growing suburb of Mt. Vernon, where he has served a score of fruitful years. He is a New Englander by birth and training; born at Augusta, Me.; graduate of Colby; Ph.D. from Clark. From mastership of two successive schools at Putnam, Conn., he worked up through superintendencies at Grafton and Upton, Mass., and at Westerly, R. I., to that of Mt. Vernon. An adept at organization, he centres his administrative efforts around the welfare of the individual child. He has lectured at several summer schools and is in demand for membership on important boards and commissions. Within the National Education Association he has been a state director and was vice-president in 1929-1930. His many friends say he should be elected next July to the N. E. A.'s highest office.

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LEON W. ROGERS, a leading schoolman of the state of Texas, has been appointed Area Educational Supervisor, in charge of Civilian Conservation Camps under the NRA. He has broad and successful experience and has served his state as Assistant Commissioner of Education. Fitness has evidently been considered in choosing Mr. Rogers for this important post calling for technical skill and grasp of major problems. He will bring to this job, which is of a pioneering nature, a fine comprehension of the service to be rendered. He has been active in the National Education Association, and is at present a director.

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WILL C. CRAWFORD has one of the most interesting jobs in American education, as superintendent of public instruction for the Territory of Hawaii. His article in the Journal of Education, January 1, gave a vivid picture of education in the Mid-Pacific. Born in Mexico of United States parents—missionaries—he got his degree from Pomona College; worked with Chautauquas, Inc., for two years; was an aviator in the World War; was principal of a high school in Singapore; later was called to the assistant commissionership at Honolulu, under W. E. Givens (now superintendent at Oakland). Mr. Crawford became Commissioner in 1925. From his watch-tower at the centre of converging cultures, he sees the need of textbooks free from national distortions, and is trying to develop true, factual material which will help to bring about better internationalism through mutual understanding and sympathy. He visions the Pacific as the New World of tomorrow. He is eye-witness to momentous educational and social changes, and has a helpful hand in some of these.

WILLIAM H. HOLMES

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FRANCIS L. BACON went from Newton, Mass., in 1927, to Illinois. He is superintendent and principal of the township high school at Evanston. He is well known as an instructor to the summer and winter students of several universities in the East and the Middle West—including the university nearest at hand—Northwestern. He belongs to national committees concerned with secondary school curricula, college entrance and other matters. He specializes in teaching the art of study. His busy life combines instruction with administration to a degree that is somewhat rare these days.

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EDWARD F. WALDRON began his educational career as a principal in Needham, Mass., but has drifted via Connecticut to New Jersey, where, at Union, he is supervising a modernized and purposeful sort of schooling, the kind that enlists pupil activity. A gifted writer on educational themes is Mr. Waldron, also a designer of model boats and airplanes.

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H. CLAUDE HARDY steps up to the superintendency at White Plains, N.Y., where he has been associate superintendent for six years. Dr. Hardy is one of the important, capable executives of education in the metropolitan area. He combines business ability with high standards of educational procedure and purpose. He has written three books and a number of magazine articles showing research and reflection. White Plains residents know his fine qualities of leadership, and have done well to give him this opportunity for further service.

Buffalo Schools Won't Be Starved if Mayor Has Way

By ANSON W. BELDING

THE city which once had Grover Cleveland for its mayor has again placed its municipal fortunes in the hands of one who seems more the statesman than the typical politician of our cities.

Mayor George J. Zimmermann of Buffalo was elected last November on a platform that included among its pledges one of hearty support for the public schools. Such planks are not in fashion among the mayors of American cities just at present. Many of these executives proclaim loudly the proposition that education costs too much, and must be brought down from its alleged high horse.

One reason Mayor Zimmermann is different is the fact that he really knows what he is talking about when he touches the subject of the schools. He was an active member of the Board of Education from 1917 to 1926, serving under three mayors. During that eight-year period he had much to do with the reorganization of Buffalo's school system, which helped to make Buffalo one of the nation's model cities in the efforts to develop its younger citizens.

Buffalo is normally Republican by about 50,000 votes, but it gave Zimmermann, a Democrat, a 15,600 majority.

Has the Buffalo burgomaster shifted his ground since taking up the reins of office? He has not. He recently re-affirmed his position in no uncertain tones. The occasion was a banquet on February 8, attended by two thousand teachers. The affair was arranged by the Buffalo Federation of Educational Associations. Mayor Zimmermann delivered an address which had all the earmarks of sincerity and courageous understanding.

"I do not propose to see the school department starve to death under the flimsy guise of protecting the taxpayer, because I am firmly convinced that we are wisely serving the taxpayer when we properly care for the education of his children."

He reiterated his belief that the superintendent should in every case do the nominating of candidates for positions in the schools. He will demand for the superintendent of schools all the powers which the law confers upon him and in addition whatever rightly belongs to a superintendent in any line of business.

Other pertinent remarks of Mayor Zimmermann follow in his own words:—

"I hope throughout my administration to demonstrate in a practical way my concern for the welfare of both teachers and pupils."

"We all know that no institution can operate efficiently without a responsible head. Teachers, as well as every one else, respect and admire good, clean leadership. To undermine the authority of the superintendent never has been and never will be desirable for the teachers who work under his direction, nor for the pupils in attendance."

"I do not as mayor desire anything more in connection with the schools than to see them efficiently and wisely operated for the best interests of the pupils who attend; but while, as I say, I do not desire more, it is equally true that so far as possible I shall permit nothing less. With this program I believe the great majority of the public to be in sympathy."

Vastly more than local significance attaches to Buffalo's action in placing at the head of its city government a man capable of guarding the welfare of the children and young people, whose proper guidance is so vital to the future of the community and the social order generally.

Already a strong administrator with a clear vision for the schools, Superintendent E. C. Hartwell should see his right arm strengthened and more of his wise purposes carried into effect with former school-board-member Zimmermann steering things at City Hall. Congratulations, Hartwell! And congratulations, Buffalo!

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Prizes for Teachers Of Town Planning

A MOVEMENT to interest boys and girls in town planning was begun in 1932 in Norfolk County, Massachusetts, with a "Game Plan" contest which elicited novel ideas from several hundred pupils. The movement enters a second stage with the announcement that the Moses Kimball Fund has provided $1,000 to be distributed in five equal prizes of $200 each to teachers of community civics who, during the current year, work out in their classes the best material for a textbook in town planning.

The sponsors of this project believe that a habit of planning for the wise development of communities is an essential part of education, a part which has hitherto received too little attention. Communities have been

muddling along without any forethought as to where they would come out.

Details of the newest development of this project may be obtained from Captain Percy R. Creed, 50 Congress Street, Boston.

Fifteen States Rush Aid To Impoverished Schools

FINANCIAL relief totaling many millions of dollars has been rushed by Legislatures in nearly a score of states to reopen poverty-stricken schools, meet overdue payrolls of teachers, and aid counties and townships suffering from decreased tax revenue.

Not only rural one-room buildings, but also urban institutions, occupying several city blocks, have been benefited by recent legislation designed to fortify educational funds.

New Jersey has lent $7,000,000 to its municipalities for school purposes, including payment of delinquent salaries.

The Pennsylvania Legislature appropriated $5,000,000 from the liquor fund for distressed school districts.

Indiana pays $200 of each teacher's annual salary under a recent law, getting it from gross income tax.

North Dakota created an equalization fund from which schools unable to raise minimum operating costs may receive aid.

California schools expect to realize nearly $40,000,000 from a 2½ per cent. general sales tax intended to relieve real estate tax burdens. Missouri's sales tax was designed to raise $3,000,000 annually for schools.

Rhode Island educators will make another attempt to get enactment of $225,000 in additional state aid.

Montana acted in behalf of its smaller school districts, opening new avenues of income and legalizing new ways to pay their debts.

Other states instituting school relief in various forms include Michigan, Oklahoma, Oregon, Idaho, Virginia, South Carolina and West Virginia.

Seattle Board Restores Portion of Salary Cuts

True to its promise that it would start to restore salaries at the earliest possible moment, the Seattle Board of Education announces increases of pay for all employees. These will be effective with the pay checks issued March 5 for the previous month. The increases amount to a restoration of approximately one-half the reductions made last year.

Action of the board was unanimous. It included a decree that no teacher's salary shall be less than $1,200.

The Seattle Board notifies the employees of the district that its schedule for the next year will be governed by available funds.

Reports keep coming in from different parts of the country to the effect that salaries are again on the up grade. The latest bulletin covering changes in Massachusetts showed a number of partial or complete restorations of pre-depression schedules, with no fresh reductions anywhere in the state.

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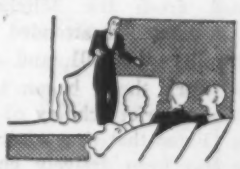

TOPICAL TALKS BY EMINENT CONTEMPORARIES

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CONCORD PRESENTS COURSES FOR ADULTS

CONCORD, Mass. — Citizens of Concord are going to evening school. Community classes, attended by rich and poor, young and old, American and foreign-born townspeople are the result of an idea which occurred to the Rev. George L. Thurlow. It is the first time any such classes have been offered in this quiet community, where Bronson Alcott founded his School of Philosophy.

A fifty-cent charge is made for enrollment and is refunded to any student who attends three-quarters of the classes. For this moderate outlay anyone in Concord may study, under expert instruction, donated by interested citizens, practical subjects such as stenography and typewriting, bookkeeping and English, preparation for civil service, cooking, sewing, interior decorating, handicrafts; or cultural ones such as French literature, Spanish, sketching, the background of European civilization. Courses in debating and parliamentary law prove especially helpful in Concord, where the old form of town government prevails. Nearly every course requested has been offered.

New President For Indiana State

TERRE HAUTE, Ind. — Ralph N. Tirey, superintendent of schools at Bloomington, Indiana, has been elected president of the Indiana State Teachers College at a recent meeting of the Teachers College Board held in Indianapolis. At the same time, George C. Cole resigned as state superintendent of public instruction and was appointed as vice-president and business manager of the college. Mr. Tirey was born in Mitchell, Indiana. He attended the public schools there and was graduated from the Mitchell High School in 1900. He attended a private normal college in 1901, and after one year of work there, began his teaching in the district schools of southern Indiana. From that time until the present, he has been actively engaged in educational work. Mr. Cole, a graduate from the Indiana State Normal School in 1902, holds the distinction of being the only graduate from that school to hold the position of state superintendent.

"Motor Age" Of Children

CLEVELAND, O.—A new test to measure children's "motor age" was described at the recent meeting of the American Psychological Association by Dr. Magda Skalet Skeel of Western Reserve University. "It will delight the children because in this test they do not need to answer questions," it is explained. "They jump, balance, and step over hurdles. This is to test the large muscle co-ordination. As a test of small muscle co-ordination the youngsters are allowed to cut, sew, and wind. Over 300 children have already taken the test to determine what scores can be expected at different ages. The test is intended for youngsters from two to five years old."

Sing Sing Inmates Taught by Brain Trust

OSSINING, N. Y. — A sort of a brain trust has begun the spreading of intellectual light at Sing Sing prison. Twelve professors from New York University will, from time to time, journey there and expound matters of higher learning to such of the prisoners as may have an urge for such things. The lectures are given on Thursday and Friday afternoons, and will come under the general heading, "Modern Business." The first lecture was by Dr. Alfred M. Neilson, concerning "Business and the Weather." Subsequent lectures are to be on "How to Improve Memory and Thinking," "How to Evaluate Industrial Securities," and "The Financial Situation of New York City."

Unfettered Colleges Hailed by New Dean

NEW BRUNSWICK, N. J.—The United States educational system, in which "education is not harnessed to propaganda," was commended by Miss Margaret Trumbull Corwin, newly appointed dean of New Jersey College for Women, in her first address in her new position. "When the world laboratory holds such experiments in government as those that Hitler, Stalin, and Mussolini are directing," Dean Corwin said, "we must keep our eyes and our minds open. We are fortunate to be living in a country where education is not harnessed to propaganda and where we are free to speculate in our classrooms."

6 Months' Labor Decreed To Enter Reich Colleges

BERLIN.—Six months of compulsory labor service will be required of all high school graduates, boys and girls, who plan to matriculate in German universities this year.

A decree issued provided that a certificate showing the completion of a semester of labor service would be a prerequisite for university work. For young men six weeks in camp with Nazi storm troopers will be included, but the duties to be performed by prospective co-eds are still under consideration.

GOVERNOR URGES VIRGINIA SCHOOL AID

RICHMOND, Va.—George Campbell Peery, of Tazewell, upon being inducted into office as the fiftieth Governor of Virginia launched into an inaugural address advocating $1,000,000 more for public schools each year than recommended by Governor Pollard.

The increase would restore the school appropriation to its 1932 level, and the new Governor said he would urge the Board of Education to distribute it in such a way as to guarantee a minimum eight-month term through the State.

To finance his school program Governor Peery recommended a number of new revenue provisions, including:—

Lowering the individual income tax exemption for married persons from $2,800 to $2,000; for single persons from $1,250 to $1,000, and for dependents from $400 to $200; discontinuance of the deduction now allowed of dividends received by the taxpayer from corporations which do business in Virginia; application of the license tax for retailers to sales instead of purchases, and a fifty per cent reduction in inheritance tax exemption.

Hamburg Has Floating University

HAMBURG, Germany. — The University of Hamburg is conducting a course of study on the high sea, in pursuance of its special aims, as a harbor city university, to further knowledge of other lands and harbors. A great part of the faculty and students will be taken on the trip in the North Sea. The University announces that its vacation courses this year will be held from August 6 to September 1. Full information can be had on application to the Institute of International Education, 2 West 45th street, New York City, or to the Educational Bureau of the Hamburg-America line, 57 Broadway, New York City.

Pelham Teachers Sue to Get Pay

WHITE PLAINS, N. Y. — Five suits seeking to collect $1,272 in dishonored salary checks have been filed by teachers in the Pelham schools against the Board of Education of Union Free School District of the town of Pelham. Each teacher asks judgment for the amount of her salary for February, 1933, on the ground that checks paid them on February 28 of that year, drawn on the Pelham National Bank, were dishonored. They charge that before the checks had cleared banks in which they were deposited the Pelham bank was closed by executive order and subsequently declared insolvent.

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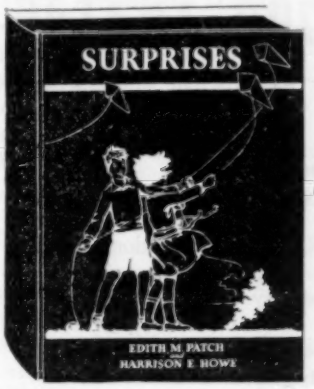

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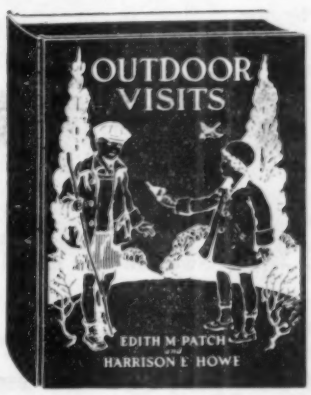

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Their ATTRACTIVE, READABLE FORM makes them ideal for use as supplementary readers. The text and pictures appeal to the child; sometimes there is a story background, but there is never the overfictionized treatment that repels both teacher and child.

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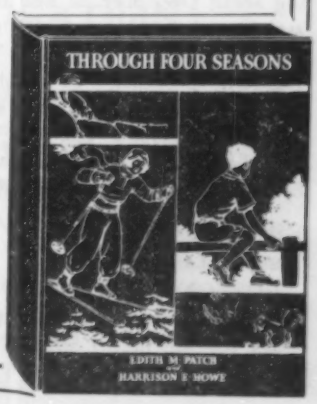

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DR. CONANT URGES HARVARD CHANGES

Outlines Plans for University's Future in Report

CAMBRIDGE, Mass.—Declaring in detail his plans for Harvard's future for the first time since his election last May, Dr. James Bryant Conant, president of the university, in his first annual report to the Board of Overseers, suggested limitation of enrollment, the granting of financial assistance to needy students and diversion of the original plan of the House plan. Furthermore, he stressed his ideal of Harvard as a national university at which no effort is to be spared to attract to Cambridge the ablest instructors and the brightest students which the country can produce.

Among the important topics considered in his first message to the Overseers are the pressing problems of the personnel of the university's faculty, the future of the tutorial system, standards of graduate study, faculty administration and scholarship policy.

A Utopia among the greatest of all colleges and universities where a brilliant student body, carefully recruited from the ranks of American youth, without regard to social standing, wealth or poverty, will be made ready for a high place in the world by the finest group of educators that can be found anywhere — that is the aim of Harvard's youngest executive, as visualized in his report.

Hobart Plan Adopted at Geneva

GENEVA. — An overwhelming student majority has been recorded in favor of the recently proposed "Hobart Plan" for revision of the college calendar year, it has been announced at Hobart and William Smith Colleges. The average vote in both colleges favoring the proposal was eighty-eight per cent. The plan is designed to eliminate the wasted time and effort of the present system of interrupted semesters. It provides for two unbroken semesters of about seventeen weeks each, the first starting on Tuesday following Labor Day and concluding about December 22, and the second starting about January 22 and concluding about May 27. Murray Bartlett, president of Hobart and William Smith Colleges, said that "every conceivable test" of the plan would be applied before a final decision by the corporation is reached.

Sills Stresses Use of Leisure

BOSTON. — Universities and colleges will have to prepare their students for the proper use of leisure in addition to teaching them how to work, Dr. Kenneth C. M. Sills, president of Bowdoin College, told members of the Boston Bowdoin Alumni Association recently. Social changes, foreshadowed by the so-called new deal, he said, indicate that man will have an ever increasing amount of leisure and students should be trained in the proper use of it. He also asserted that a spirit of cynicism and recklessness was markedly diminishing among undergraduates who are achieving "more steadiness." In demonstrating that students at Bowdoin were not irresponsive to the main currents of national and contemporary life, Dr. Sills said that twenty-five per cent of student hours are occupied with studies under the department of political science. "The most popular elected course of major students," he said, "is economics."

English in 900 Words Planned for World Use

NEW YORK.—The compilation of an international English vocabulary adequate for ordinary conversation was begun recently at a meeting of the Language Research Institute at New York University. The new international vocabulary, as outlined by Miss Elaine Swenson, director of Research, and Dr. Michael West, of the University of Toronto, chairman of the Advisory Board, will be checked against the twelve leading lists now used in the teaching of English as a foreign language. It will be regarded as a minimum adequate vocabulary and will contain between 900 and 1,300 words. Dr. West said that the new vocabulary will be completed shortly; the actual work of completion being done by Miss Swenson and himself with a research staff.

College Support for 1500 in Minnesota

ST. PAUL, Minn. — Those elusive B. A. degrees, once apparently out of reach of more than 1,500 needy high school graduates in Minnesota, will be possible of attainment by the use of $190,000 of Federal and State funds available. Over 400 financially handicapped students have registered at the University of Minnesota's winter term, it was announced by Dr. Malcolm M. Willey, assistant to President Lotus D. Coffman. An additional 100 students are being signed to attend the schools of agriculture at the university farms, Morris, Crookston and Grand Rapids, while throughout the State 100 more students are entering various other colleges. The students attending the university work at least ten hours a week on various projects assigned to them and receive a maximum of $25 support from the funds.

GRAVES COMMENDS CITY SCHOOL WORK

Quotes Survey Showing New York City Pupils Doing Well

ALBANY, N. Y. — Modification of curricula to meet the individual needs of "a very heterogeneous population" which New York City's public schools serve is recommended by Frank P. Graves, State Commissioner of Education, in the second part of his report on a general survey of the schools.

This phase of Dr. Graves's survey, the evaluation of achievement in the city's schools, commends the schools, however, for the reduction of retardation and overageness and for the abilities of pupils for their age as distinguished from their grade.

The survey was made pursuant to the request in May, 1931, of Dr. George J. Ryan, president of the Board of Education, who made the report public. The first part of the report issued last November recommended that full administrative and supervisory control of the schools be given to the Superintendent. The third part to be issued later will deal with teaching personnel.

Dr. Harold G. Campbell, superintendent, commenting on the second part of the report, said an effort would be made at once to carry out its recommendations.

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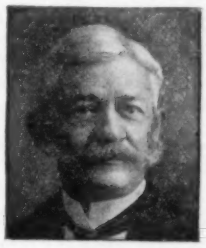

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Federal Allotment For Training School

TERRE HAUTE, Ind.—Recent announcement made that the public works administration at Washington, D. C., had granted the allotment of $98,000 for the construction of a teacher training building at Indiana State Teachers College brought the long-cherished hopes of a new training school nearer to realization. Application for this allotment had been made by the Teachers College Board and the action of the public works administration was eagerly awaited. The building will be 210 by 138 feet. The type of structure is English Gothic and when completed and landscaped, it will be one of the most attractive buildings in the city. Controller C. C. Connelly has announced that the college has available at present $281,000 for this project. In the original request for allotment, a grant of $115,000 was asked but only an allotment of $98,000 was given. This means that there will become available at once $379,000 which will be spent in the erection of the new building.

Yonkers Teachers To Get 15 Per Cent. Pay Cut

YONKERS, N. Y.—The city Board of Education, ordered by the Board of Aldermen to cut the departmental budget for 1934 by $336,000, announced the saving would be achieved by reducing the salaries of the more than 1,000 teachers fifteen per cent, by discharging sixty employes, and by closing all schools next December. The city owed the teachers four months' pay. Since the city has no legal power to reduce salaries, teachers will be required to refund to the department fifteen per cent of their 1934 wages. A month's furlough without pay next December will bring the reduction to about twenty-five per cent.

Mediterranean Centre Of Education Is Opened

NICE, France.—The French Riviera, heretofore self-advertised "playground of Europe," made an ambitious bid as a centre of culture recently when educational authorities formally inaugurated the Mediterranean University Centre here. In general scope the institution will deal with the history of the Mediterranean area as the "cradle of civilization," the influence of modern Mediterranean culture on the social systems of the world and vice versa, and will act as a spiritual and educational link between the Latin countries of Europe and America.

Kingston Students Bar Fraternities

KINGSTON, Ont.—By a majority vote of 1,000, students at Queen's University have amended the constitution of the Alma Mater Society to abolish fraternities from the campus. Henceforth the penalty attached to membership in a society having a secret constitution and pledge will be loss of rights to participate in student political, social, and athletic activities for not less than one academic year. The argument against fraternities was that they drew a social line.

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BOOK TABLE

Second Year Latin

LATIN FOR TODAY, Second-Year Course, by Mason D. Gray, late director of Ancient languages in East Junior High School, Rochester, New York, and Thornton Jenkins, headmaster, High School, Malden, Massachusetts. Revised edition. Cloth, 206 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Latin is either dead or alive according to the way it is presented. Messrs. Gray and Jenkins regard it as a living tongue and they are doing much to make it live in the minds of young folks who are fortunate enough to approach it through their books.

The present volume is a revision of Part II of "Latin for Today," and offers an abundance of material for the second year of Latin.

The attractive features of large, clear type, illuminating pictures and generally modern aspect and approach have, of course, been retained in the revised edition. To these are added certain improving touches, such as more exercises in writing Latin, designation of some chapters as "optional," grouping of selected words for thorough mastery, and increased emphasis upon grammar.

There is an effective tie-in of Latin words to their English derivatives; a well-graduated arrangement of reading material; and an evident adaptation of the whole text to the best-conceived aims of Latin teaching in the present-day classroom, where it continues to manifest staying qualities and values quite disconcerting to its foes.

Law for Laymen

BUSINESS AND LAW, by Essel R. Dillavou, Associate Professor of Business Law, University of Illinois. First edition. Cloth, 494 pages. New York: McGraw-Hill Book Company, Inc.

The title "Business and Law" is significant, in that the author introduces the student to business experiences before confronting him with legal principles. The book is written for students in high schools and commercial colleges. The language is simple and direct. Only enough legal verbiage is employed to familiarize the pupil with that brand of English.

Many of the cases presented are typical of the legal problems arising in everyday life, rather than exact reports of court questions and rulings. Interest is added by an inwoven thread of personal narrative: A certain merchant is repeatedly confronted with legal knots to untangle.

The text excels in clarity of statement and in the building up of an organized set of principles such as any person engaging in trade or industry or even the management of an income ought to know to save himself from awkward complications which may be costly to unravel. It is something to know when one should consult an attorney, as well as to know how to minimize the necessity of bringing or defending lawsuits.

Our Roots in Europe

OUR PAST IN WESTERN EUROPE, a Second Book in History, by Daniel C. Knowlton, Professor of Education, New York University, and Mary A. Wheeler, Normal School, Syracuse, New York. Cloth, 346 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

From the Fall of Rome to the Reign of Elizabeth in England, mankind's movements in Western Europe were of marked importance to the world we live in today. In fact, this Western Hemisphere would have been a very different land and we should not be dwelling in it if the daring and resourcefulness of human society in Western Europe had not created and given impetus to the expeditions of Columbus and other voyagers into the vast unknown.

This second in a four-book history series for elementary schools bears evidence of careful adaptation to its purpose of furnishing a background to the understanding of present-day civilization in America.

"Our Past in Western Europe" is divided into five major units: War and Destruction; New Nations in an Old World; How People Lived Seven Hundred Years Ago; Days of Great Adventure, and Finding a New World.

Among the numerous well chosen illustrations are some specially helpful maps and charts tending to vivify the narrative, — itself done with masterly force and clarity.

The past lives again for boys and girls in this book. If it lives with less of military grandeur than was given it in earlier histories, there is by the same token a deal more of fidelity to the truth. Man's westward march is, nevertheless, a stirring spectacle as here presented.

Modern classroom demands and practices have been kept in mind throughout this text for young Americans.

A Visit to Holland

KLAAS AND JANSJE, Children of the Dikes, by Virginia Olcott, with illustrations by Constance Whittemore. Cloth, 152 pages. New York, Boston, Chicago, San Francisco, Newark: Silver, Burdett and Company.

To meet the world's children with Miss Olcott as interpreter and guide is a privilege open to the modern child in America. It is more than a privilege, of course; for it is a broadening experience which tends to break down international enmities and to substitute good will and neighborliness.

In this book the author gives hearty welcome to the boys and girls who are to visit Holland with her and to make the acquaintance of Klaas and Jansje. It is a fascinating entry into the life of a most fascinating people. Colored illustrations aptly adorn the well-told tale. The gingham covers, tulip-yellow end-sheets and two-page frontispiece show that the publishers, too, have entered into the spirit of the occasion and have collaborated to allure the youngsters to the land of dykes and windmills, wooden shoes and Christmas-card houses.

Enrichment of experience through delightful reading is supplied by this charming book for juvenile readers.

Primer of Pets

BABY ANIMALS ON THE FARM, by Kate E. Agnew, Nassau Elementary School, East Orange, New Jersey, and Margaret Coble, Assistant in Normal School Education, Teachers College, Columbia University. Illustrated by Bernice Oehler. Cloth, 153 pages. Yonkers-on-Hudson, New York: World Book Company.

To the urban child, what is more delightful than a visit to a farm? And, of all things on the farm, what is so interesting as the baby animals?

A reader bearing the title, "Baby Animals on the Farm" ought, therefore, to meet with cordial reception from the little folks.

This text, simple enough for the end of the first grade, carries out its plan admirably. It introduces Jane and Jerry, by word and picture, to ducks and puppies, kittens and calves, lambs and pigs and colts. Each type of animal has its story or group of stories; stories that should hold the attention, furnish entertainment, and widen experience in wholesome fashion.

Numerous colored illustrations combine with large, clear type to make this one of the most appealing primers that has lately appeared.

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Photography For Schools

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47 Winter St., Boston, Mass.

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342 Madison Ave., New York, N. Y.

Grins Between Grinds

Sometimes Necessary

"What are you doing out of bed, Mary?" father called up the stairs.

Pause—then the small voice, "I just got out to tuck myself in, Daddy."

• •

Comfort!

Husband—"Are you really embroidering that foot pillow for me, dear?"

His Wife—"Yes, love, but if you ever dare to put your foot on it, I'll wring your neck."

• •

Gratitude

Sandy MacGregor, during a visit to London, lost his pocketbook. He reported his loss, and requested that the purse should be kept when found until his next visit, a month later. In due time he went to London again, and was handed his property. Carefully he counted the money in the wallet. A clerk grew impatient.

"Your money's all there!" he exclaimed angrily.

The Scot looked at him sternly.

"Aye, it's a' there," he said. "But where's the month's interest?"

• •

Howls Explained

Mr. Smathers—"Mose, can you explain wireless telegraphy to me?"

Mose—"Yessuh, it lak dis: Ef yo' all had a long, long houn' dawg, an' he stretched from Cincinnaty to Pittsbug, an' yo' stept on his tail in Cincinnaty, he would howl in Pittsbug. Dat am telegraphy. Only in wiahless yo' does de same thing widout de dawg."

• •

In a Hurry

Angus: "How did you come out shoeing that mule?"

Sandy: "I got a great kick out of it."

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Lifelike

"That is certainly a very lifelike snowman, boys. I almost thought I saw it move."

"Maybe you did, mister; we've got my brother Jimmy inside."

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Natural Deduction

Bachelor Uncle — "Baby six weeks old, you say. Talk yet?"

Proud Father—"Oh, no."

Bachelor Uncle — "Boy, oh?"